

West Deptford Middle School Curriculum Map  
English Language Arts - Grade 7

Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Unit 1: Reading Literature & Writing Narrative	<p><b><u>Writing &amp; Language</u></b></p> <ul style="list-style-type: none"> <li>• Why increase my vocabulary?</li> <li>• How is journaling a reflection of me?</li> <li>• How can expressive writing create a lasting personal legacy?</li> <li>• How can literary elements enhance writing?</li> <li>• How does a writer effectively communicate through a narrative?</li> <li>• How does the process of writing shape the final</li> </ul>	<p><b><u>Writing &amp; Language</u></b></p> <ul style="list-style-type: none"> <li>• Characteristics of a memoir</li> <li>• Conventions of standard English</li> <li>• Figurative Language</li> <li>• Grade-appropriate Greek or Latin affixes and roots</li> <li>• Simple, compound, and complex sentences</li> </ul> <p><b><u>Reading Literature &amp; Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>• Basic plot diagram and plot</li> </ul>	<p>Students will be able to...</p> <p><b><u>Writing &amp; Language</u></b></p> <ul style="list-style-type: none"> <li>• Apply simple, compound, complex, and compound/complex sentences in writing</li> <li>• Distinguish between phrase and clause</li> <li>• Enhance writing using literary elements</li> <li>• Use commas between coordinate adjectives</li> <li>• Use conventions of standard</li> </ul>	<p>•Students will read a short story, "Priscilla and the Wimps," and respond to three open-ended questions related to the story. Questions will address characterization, author's point-of-view, and connotative word meanings. Students will demonstrate comprehension and the ability to prove answers to the text.</p> <p>•Students will write a narrative that describes a real or imagined experience in which they would help stop bullies in school. The narrative will</p>	<p><b><u>Writing</u></b></p> <p>LA.7.CCSS.ELA-Literacy.L.7.1 LA.7.CCSS.ELA-Literacy.L.7.1a LA.7.CCSS.ELA-Literacy.L.7.1b LA.7.CCSS.ELA-Literacy.L.7.1c LA.7.CCSS.ELA-Literacy.L.7.2 LA.7.CCSS.ELA-Literacy.L.7.2a LA.7.CCSS.ELA-Literacy.W.7.3a LA.7.CCSS.ELA-Literacy.W.7.3b LA.7.CCSS.ELA-Literacy.W.7.3c LA.7.CCSS.ELA-Literacy.W.7.3d LA.7.CCSS.ELA-Literacy.W.7.3e LA.7.CCSS.ELA-Literacy.W.7.4 LA.7.CCSS.ELA-</p>

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	<p>product?</p> <ul style="list-style-type: none"> <li>• What can we learn about ourselves by writing a memoir?</li> </ul> <p><b><u>Reading Literature &amp; Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>• How do characters, plot, and setting interact?</li> <li>• How do I find and analyze the theme of a story?</li> <li>• Why increase my vocabulary?</li> <li>• How does reading connect us to our world?</li> <li>• How can fiction reveal truth?</li> <li>• How can knowing stages of plot increase comprehension?</li> <li>• How do authors</li> </ul>	<p>development</p> <ul style="list-style-type: none"> <li>• Figurative Language</li> <li>• Methods of characterization</li> <li>• Point of view</li> <li>• Theme</li> <li>• Types of Conflict</li> </ul>	<p>English grammar usage, punctuation, and capitalization</p> <ul style="list-style-type: none"> <li>• Use grade appropriate vocabulary</li> </ul> <p><b><u>Reading Literature &amp; Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>• Analyze author's perspective</li> <li>• Analyze text</li> <li>• Identify stages of plot in a story</li> <li>• Make text-to-life connections</li> <li>• Recognize various types of conflict</li> <li>• Understand character development</li> </ul>	<p>include a clear sequence of events and a conclusion that follows directly with the narrated experience.</p> <p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>•Blogs and Edmodo</li> <li>•Class Discussions</li> <li>•Conference (Peer and Teacher)</li> <li>•Edit/Revision Activities</li> <li>•Quickwrites and Journals</li> <li>•Quizzes</li> <li>•Tests</li> <li>•Whole and Independent Readings</li> </ul>	<p>Literacy.W.7.5 LA.7.CCSS.ELA-Literacy.W.7.6 LA.7.CCSS.ELA-Literacy.W.7.9a LA.7.CCSS.ELA-Literacy.W.7.10</p> <p><b><u>Language</u></b></p> <p>LA.7.CCSS.ELA-Literacy.L.7.1 LA.7.CCSS.ELA-Literacy.L.7.1a LA.7.CCSS.ELA-Literacy.L.7.1b LA.7.CCSS.ELA-Literacy.L.7.1c LA.7.CCSS.ELA-Literacy.L.7.2 LA.7.CCSS.ELA-Literacy.L.7.2a LA.7.CCSS.ELA-Literacy.L.7.2b LA.7.CCSS.ELA-Literacy.L.7.3 LA.7.CCSS.ELA-Literacy.L.7.3a LA.7.CCSS.ELA-Literacy.L.7.4 LA.7.CCSS.ELA-</p>
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	<p>develop characters?</p> <ul style="list-style-type: none"> <li>• How do different text elements fit together to create overall meaning?</li> <li>• How do the rules of language affect communication?</li> <li>• What are elements of fiction?</li> </ul>		<ul style="list-style-type: none"> <li>• Understand plot development</li> <li>• Discuss traditional and nontraditional careers and how they have evolved over time</li> </ul>		<p>Literacy.L.7.4a LA.7.CCSS.ELA-Literacy.L.7.4b LA.7.CCSS.ELA-Literacy.L.7.4c LA.7.CCSS.ELA-Literacy.L.7.4d LA.7.CCSS.ELA-Literacy.L.7.6</p> <p><b><u>Reading Literature</u></b></p> <p>LA.7.CCSS.ELA-Literacy.RL.7.1 LA.7.CCSS.ELA-Literacy.RL.7.2 LA.7.CCSS.ELA-Literacy.RL.7.3 LA.7.CCSS.ELA-Literacy.RL.7.4 LA.7.CCSS.ELA-Literacy.RL.7.5 LA.7.CCSS.ELA-Literacy.RL.7.6 LA.7.CCSS.ELA-Literacy.RL.7.7</p> <p><b><u>Speaking &amp; Listening</u></b></p> <p>LA.7.CCSS.ELA-Literacy.SL.7.1</p>
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Unit 2: Reading Informational Text and Writing Informative/ Explanatory	<p><b><u>Writing &amp; Language</u></b></p> <ul style="list-style-type: none"> <li>• What elements do accomplished writers use in informative/explanatory writing?</li> <li>• What is informational writing?</li> <li>• What is explanatory writing?</li> <li>• Why do writers write informational/expository pieces?</li> <li>• Why is how we write as important as what we write?</li> </ul>	<p><b><u>Writing &amp; Language</u></b></p> <ul style="list-style-type: none"> <li>• Commas with coordinate adjectives</li> <li>• Lead strategies</li> <li>• Concluding strategies</li> <li>• Conventions of standard English</li> <li>• Grade appropriate vocabulary</li> <li>• Greek and Latin affixes and roots</li> <li>• Methods for elaboration</li> <li>• Simple and compound sentences</li> <li>• Transitional words and</li> </ul>	<p>Students will be able to...</p> <p><b><u>Writing &amp; Language</u></b></p> <ul style="list-style-type: none"> <li>• Utilize the writing process</li> <li>• Organize and explain facts in an informative/explanatory piece</li> <li>• Research and paraphrase</li> <li>• Write strong introductions and conclusions</li> <li>• Demonstrate use of sequencing and transitional words</li> <li>• Understand and use technology systems</li> <li>• Select and use</li> </ul>	<p>Students will complete the NJ Model Curriculum Assessment for Unit 2. (See attached document below)</p> <p>Students will write a full-process explanatory essay.</p> <p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>• Completed steps of the writing process</li> <li>• Expository Essays</li> <li>• Flow charts</li> <li>• Graphic organizers</li> <li>• Oral Presentations</li> <li>• Oral Responses</li> <li>• Paraphrasing</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Read-Alouds</li> <li>• Research Papers</li> <li>• Silent Reading with Guide Questions</li> <li>• Summaries</li> </ul>	<p><b><u>Writing</u></b></p> <p>LA.7.CCSS.ELA-Literacy.L.7.1 LA.7.CCSS.ELA-Literacy.L.7.1a LA.7.CCSS.ELA-Literacy.L.7.1b LA.7.CCSS.ELA-Literacy.L.7.1c LA.7.CCSS.ELA-Literacy.L.7.2 LA.7.CCSS.ELA-Literacy.L.7.2a LA.7.CCSS.ELA-Literacy.W.7.2 LA.7.CCSS.ELA-Literacy.W.7.2a LA.7.CCSS.ELA-Literacy.W.7.2b LA.7.CCSS.ELA-Literacy.W.7.2c LA.7.CCSS.ELA-Literacy.W.7.2d LA.7.CCSS.ELA-Literacy.W.7.2e LA.7.CCSS.ELA-Literacy.W.7.2f</p>

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	<ul style="list-style-type: none"> <li>• How do writers use technology to solve problems and communicate knowledge?</li> </ul> <p><b><u>Reading Information &amp; Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>• How does understanding a text's structure help me better understand its meaning?</li> <li>• How is nonfiction different from fiction?</li> <li>• What are the characteristics of nonfiction?</li> <li>• Why do people read nonfiction?</li> </ul>	<p>phrases</p> <ul style="list-style-type: none"> <li>• Vocabulary: newsletter, report, business letter, flyer</li> <li>• Local vs. global issues</li> <li>• Citations</li> </ul> <p><b><u>Reading Information &amp; Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>• Fact vs. opinion</li> <li>• Main ideas and supporting details</li> <li>• Multiple meaning words and phrases</li> <li>• Speaking and listening techniques</li> <li>• Text structures</li> </ul>	<p>applications effectively and productively</p> <ul style="list-style-type: none"> <li>• Create original works as a means of personal or group expression</li> <li>• Advocate and practice safe, legal, and responsible use of information and technology</li> <li>• Demonstrate personal responsibility for lifelong learning</li> <li>• Exhibit leadership for digital citizenship</li> <li>• Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Tests</li> <li>• Writing Prompts</li> <li>• Writing Rubrics</li> </ul>	<p>LA.7.CCSS.ELA-Literacy.W.7.4 LA.7.CCSS.ELA-Literacy.W.7.5 LA.7.CCSS.ELA-Literacy.W.7.6 LA.7.CCSS.ELA-Literacy.W.7.9 LA.7.CCSS.ELA-Literacy.W.7.9b LA.7.CCSS.ELA-Literacy.W.7.10</p> <p><b><u>Language</u></b></p> <p>LA.7.CCSS.ELA-Literacy.L.7.1a LA.7.CCSS.ELA-Literacy.L.7.1b LA.7.CCSS.ELA-Literacy.L.7.2a LA.7.CCSS.ELA-Literacy.L.7.2b LA.7.CCSS.ELA-Literacy.L.7.4a LA.7.CCSS.ELA-Literacy.L.7.4b LA.7.CCSS.ELA-Literacy.L.7.4c LA.7.CCSS.ELA-Literacy.L.7.4d</p>
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	<ul style="list-style-type: none"> <li>Why is nonfiction an important genre of literature?</li> </ul>	<p>such as compare/contrast, cause and effect, and problem and solution</p> <ul style="list-style-type: none"> <li>Public documents</li> </ul>	<p>and media</p> <ul style="list-style-type: none"> <li>Evaluate and select information sources and digital tools based on the appropriateness for specific tasks</li> </ul> <p><b><u>Reading Information &amp; Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>Determine most important details of a text</li> <li>Distinguish fact from opinion</li> <li>Identify common informative reading materials</li> <li>Make connections while reading informative</li> </ul>		<p>LA.7.CCSS.ELA-Literacy.L.7.6</p> <p><b><u>Reading Information</u></b></p> <p>LA.7.CCSS.ELA-Literacy.RI.7.1 LA.7.CCSS.ELA-Literacy.RI.7.2 LA.7.CCSS.ELA-Literacy.RI.7.3 LA.7.CCSS.ELA-Literacy.RI.7.4 LA.7.CCSS.ELA-Literacy.RI.7.5 LA.7.CCSS.ELA-Literacy.RI.7.6 LA.7.CCSS.ELA-Literacy.RI.7.9</p> <p><b><u>Speaking and Listening</u></b></p> <p>LA.7.CCSS.ELA-Literacy.SL.7.1 LA.7.CCSS.ELA-Literacy.SL.7.1a LA.7.CCSS.ELA-Literacy.SL.7.1c LA.7.CCSS.ELA-Literacy.SL.7.1d</p>
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			<p>texts</p> <ul style="list-style-type: none"> <li>• Make inferences and draw conclusion</li> <li>• Self-question while reading informational text</li> <li>• Annotate an informational text</li> <li>• Identify text features and explain how they convey information</li> <li>• Discuss how to meet the necessary preparation and legal requirements for entering the workforce.</li> </ul>		<p>LA.7.CCSS.ELA-Literacy.SL.7.2 LA.7.CCSS.ELA-Literacy.SL.7.6</p> <p><b><u>Technology &amp; Career Exploration</u></b> TECH.8.1.8.D.5 CAEP.9.2.8.B.6 TECH.8.1.8.D.2 TECH.8.1.8.D.4 TECH.8.1.8.D.1 TECH.8.1.8.E.1 TECH.8.1.8.A.2 TECH.8.1.8.D.3 TECH.8.1.8.A.1 TECH.8.1.8.B.1</p>
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Unit 3: Reading Information and Writing Argument	<p><b><u>Writing and Language</u></b></p> <ul style="list-style-type: none"> <li>• What does it mean to persuade someone?</li> <li>• Why is it important to know who your audience is?</li> <li>• Why must argumentative writing have a clear, explicit focus or purpose?</li> <li>• How do writers use technology to solve problems and communicate knowledge?</li> </ul> <p><b><u>Reading Information &amp; Speaking and</u></b></p>	<p><b><u>Writing and Language</u></b></p> <ul style="list-style-type: none"> <li>• Commas between coordinate adjectives</li> <li>• Conventions of standard English</li> <li>• Difference between narrative and informational writing</li> <li>• Figurative, connotative, technical word and phrase meanings</li> <li>• Figures of speech</li> <li>• Grade-appropriate Greek or Latin</li> </ul>	<p>Students will be able to...</p> <p><b><u>Writing and Language</u></b></p> <ul style="list-style-type: none"> <li>• Compose an argumentative essay that contains a clearly stated position.</li> <li>• Craft a strong lead using a hook.</li> <li>• Distinguish between phrase and clause.</li> <li>• Identify and understand figures of speech.</li> <li>• Know and apply conventions of standard</li> </ul>	<p>•Day 1: Reading Assessment: Students will read a passage from a 2006 book about space exploration and the 1969 lunar mission. Students will respond to questions focusing on central ideas, author's purpose, textual evidence, word meanings, and text structure.</p> <p>•Day 2: Writing Assessment: Using the same reading passage for background knowledge, students will write an essay addressing and evaluating public opinion vs. author reaction.</p>	<p><b><u>Writing</u></b></p> <p>LA.7.CCSS.ELA-Literacy.CCRA.W.1 LA.7.CCSS.ELA-Literacy.W.7.1a LA.7.CCSS.ELA-Literacy.W.7.1b LA.7.CCSS.ELA-Literacy.W.7.1c LA.7.CCSS.ELA-Literacy.W.7.1d LA.7.CCSS.ELA-Literacy.W.7.1e LA.7.CCSS.ELA-Literacy.W.7.4 LA.7.CCSS.ELA-Literacy.W.7.5 LA.7.CCSS.ELA-Literacy.W.7.6 LA.7.CCSS.ELA-Literacy.W.7.8 LA.7.CCSS.ELA-Literacy.W.7.9b LA.7.CCSS.ELA-Literacy.W.7.10</p> <p><b><u>Language</u></b></p>

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	<p><b><u>Listening</u></b></p> <ul style="list-style-type: none"> <li>• How do readers construct meaning from text?</li> <li>• How does understanding a text's structure help me better understand its meaning?</li> <li>• What are the characteristics of nonfiction?</li> <li>• What is the difference between fact and opinion?</li> <li>• Why do people write nonfiction?</li> </ul>	<p>affixes and roots</p> <ul style="list-style-type: none"> <li>• Phrases and clauses</li> <li>• Simple, compound, compound-complex sentences</li> <li>• Writing process</li> <li>• Local vs. global issues</li> </ul> <p><b><u>Reading Information &amp; Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>• Central ideas</li> <li>• Difference between fiction and nonfiction</li> <li>• Main idea and supporting details</li> </ul>	<p>English.</p> <ul style="list-style-type: none"> <li>• Know and apply into writing sample, compound, complex, compound-complex sentences.</li> <li>• Know grade-appropriate Greek or Latin affixes and roots.</li> <li>• Present a strong conclusion.</li> <li>• Revise and edit using standard English conventions.</li> <li>• Spell correctly.</li> <li>• Use commas between coordinate adjectives.</li> <li>• Understand and</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>•Class Discussions</li> <li>•Conference (Peer and Teacher)</li> <li>•Edit/Revision Activities</li> <li>•Quickwrites and Journals</li> <li>•Whole and Independent Readings</li> </ul>	<p>LA.7.CCSS.ELA-Literacy.L.7.1a LA.7.CCSS.ELA-Literacy.L.7.1b LA.7.CCSS.ELA-Literacy.L.7.2 LA.7.CCSS.ELA-Literacy.L.7.2a LA.7.CCSS.ELA-Literacy.L.7.2b LA.7.CCSS.ELA-Literacy.L.7.3a LA.7.CCSS.ELA-Literacy.L.7.4a LA.7.CCSS.ELA-Literacy.L.7.4b LA.7.CCSS.ELA-Literacy.L.7.4c LA.7.CCSS.ELA-Literacy.L.7.4d LA.7.CCSS.ELA-Literacy.L.7.6</p> <p><b><u>Reading Information</u></b></p> <p>LA.7.CCSS.ELA-Literacy.RI.7.1 LA.7.CCSS.ELA-Literacy.RI.7.2 LA.7.CCSS.ELA-</p>
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		<ul style="list-style-type: none"> <li>• Text structures</li> <li>• Various genres of literature and specific types of informational reading</li> <li>• Varying points of view</li> <li>• Vocabulary: domain specific vocab- fact, opinion</li> </ul>	<p>use technology systems.</p> <ul style="list-style-type: none"> <li>• Select and use applications effectively and productively.</li> <li>• Create original works as a means of personal or group expression.</li> <li>• Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital media.</li> <li>• Communicate information and ideas to multiple audiences using a variety of media and</li> </ul>		<p>Literacy.RI.7.3 LA.7.CCSS.ELA-Literacy.RI.7.4 LA.7.CCSS.ELA-Literacy.RI.7.5 LA.7.CCSS.ELA-Literacy.RI.7.6 LA.7.CCSS.ELA-Literacy.RI.7.8</p> <p><b><u>Speaking and Listening</u></b> LA.7.CCSS.ELA-Literacy.SL.7.1a LA.7.CCSS.ELA-Literacy.SL.7.1b LA.7.CCSS.ELA-Literacy.SL.7.1c LA.7.CCSS.ELA-Literacy.SL.7.1d LA.7.CCSS.ELA-Literacy.SL.7.2 LA.7.CCSS.ELA-Literacy.SL.7.3 LA.7.CCSS.ELA-Literacy.SL.7.6</p> <p><b><u>Technology and Career Exploration</u></b> TECH.8.1.8.D.5</p>
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			<p>formats.</p> <ul style="list-style-type: none"> <li>• Advocate and practice safe, legal, and responsible use of information and technology.</li> <li>• Demonstrate personal responsibility for lifelong learning.</li> <li>• Exhibit leadership for digital citizenship.</li> <li>• Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</li> <li>• Evaluate and</li> </ul>		<p>CAEP.9.2.8.B.7 TECH.8.1.8.D.2 TECH.8.1.8.D.4 TECH.8.1.8.C.1 TECH.8.1.8.D.1 TECH.8.1.8.E.1 TECH.8.1.8.A.2 TECH.8.1.8.D.3 TECH.8.1.8.A.1 TECH.8.1.8.B.1</p>
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			<p>select information sources and digital tools based on the appropriateness for specific tasks.</p> <p><b><u>Reading Information &amp; Speaking and Listening</u></b></p> <ul style="list-style-type: none"><li>• Analyze an author's argument.</li><li>• Analyze information in public, workplace, and consumer documents.</li><li>• Analyze main ideas and supporting details.</li><li>• Anticipate</li></ul>		
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			<p>readers' concerns and opposing viewpoints and compose rebuttals.</p> <ul style="list-style-type: none"><li>• Differentiate between fact and opinion.</li><li>• Evaluate evidence.</li><li>• Read for information.</li><li>• Summarize.</li><li>• Understand how text features convey information.</li><li>• Use evidence to support viewpoint.</li></ul>		
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Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Unit 4: Reading Literature and Writing Narrative	<p><b><u>Writing &amp; Language</u></b></p> <ul style="list-style-type: none"> <li>• How do good writers engage their readers?</li> <li>• What is the purpose of narrative writing?</li> <li>• Why is how we write as important as what we write?</li> <li>• Why is it important to know who your audience is?</li> </ul> <p><b><u>Reading Literature &amp; Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>• How does fiction reveal truths about human nature?</li> </ul>	<p><b><u>Writing &amp; Language</u></b></p> <ul style="list-style-type: none"> <li>• Writing process</li> <li>• Figurative language</li> <li>• Literary conflicts</li> </ul> <p><b><u>Reading Literature &amp; Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>• Author's purpose</li> <li>• Elements of a story</li> <li>• Figurative language</li> <li>• Point of view</li> <li>• Types of literary conflicts</li> </ul>	<p>Students will be able to...</p> <p><b><u>Writing &amp; Language</u></b></p> <ul style="list-style-type: none"> <li>• Analyze methods used to reveal characters</li> <li>• Create effective titles</li> <li>• Craft a creative lead</li> <li>• Craft a strong ending</li> <li>• Create original characters and setting</li> <li>• Use the writing process</li> <li>• Generate ideas and plans</li> </ul>	<p>Students will independently read a passage from "Silent to the Bone" by E.L. Konigsburg. Students will respond to questions focusing on character analysis, vocabulary, and making inferences with an emphasis on using evidence from the text to support answers.</p> <p>Students will read the same passage as above. Students will then write a story about the two characters from one of the character's point of view about an event mentioned</p>	<p><b><u>Writing</u></b></p> <p>LA.7.CCSS.ELA-Literacy.W.7.3a LA.7.CCSS.ELA-Literacy.W.7.3b LA.7.CCSS.ELA-Literacy.W.7.3c LA.7.CCSS.ELA-Literacy.W.7.3d LA.7.CCSS.ELA-Literacy.W.7.3e LA.7.CCSS.ELA-Literacy.W.7.4 LA.7.CCSS.ELA-Literacy.W.7.5 LA.7.CCSS.ELA-Literacy.W.7.6 LA.7.CCSS.ELA-Literacy.W.7.7 LA.7.CCSS.ELA-Literacy.W.7.9 LA.7.CCSS.ELA-Literacy.W.7.10</p> <p><b><u>Language</u></b></p> <p>LA.7.CCSS.ELA-Literacy.L.7.1</p>

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	<ul style="list-style-type: none"> <li>• How do characters affect the plot of a story?</li> <li>• How do story elements shape a story?</li> <li>• How does conflict lead to change?</li> <li>• How does the setting influence the characters and the plot?</li> <li>• What are the six stages of plot?</li> <li>• Why do main characters face challenges?</li> <li>• Why do people read poetry?</li> <li>• How does the shape or form of a poem affect</li> </ul>		<ul style="list-style-type: none"> <li>• Sequence and transition</li> <li>• Spell correctly</li> <li>• Use vivid verbs</li> <li>• Utilize "show-don't-tell" strategies</li> </ul> <p><b><u>Reading Literature &amp; Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>• Analyze how characters affect plot</li> <li>• Differentiate between direct and indirect characterization</li> <li>• Evaluate how writers use narrators to reveal characters</li> <li>• Identify elements of literature in</li> </ul>	<p>in the passage.</p> <p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>•Completed steps of the writing process</li> <li>•Open-ended questions</li> <li>•Oral Responses</li> <li>•Quickwrites and Journals</li> <li>•Quizzes</li> <li>•Silent Reading with Guide Questions</li> <li>•Teacher observations</li> <li>•Tests</li> <li>•Writing prompts</li> </ul>	<p>LA.7.CCSS.ELA-Literacy.L.7.1a LA.7.CCSS.ELA-Literacy.L.7.1b LA.7.CCSS.ELA-Literacy.L.7.1c LA.7.CCSS.ELA-Literacy.L.7.2 LA.7.CCSS.ELA-Literacy.L.7.3 LA.7.CCSS.ELA-Literacy.L.7.4a LA.7.CCSS.ELA-Literacy.L.7.4b LA.7.CCSS.ELA-Literacy.L.7.4c LA.7.CCSS.ELA-Literacy.L.7.4d LA.7.CCSS.ELA-Literacy.L.7.5a LA.7.CCSS.ELA-Literacy.L.7.5b LA.7.CCSS.ELA-Literacy.L.7.5c LA.7.CCSS.ELA-Literacy.L.7.6</p> <p><b><u>Reading Literature</u></b> LA.7.CCSS.ELA-Literacy.RL.7.1</p>
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	<p>the meaning?</p>		<p>narrative stories</p> <ul style="list-style-type: none"> <li>• Identify themes as conveyed through characters, actions, and images</li> <li>• Make inferences based on character actions</li> <li>• Speak fluently about what has been read</li> <li>• Discuss how traditional and nontraditional careers have changed over time</li> </ul>		<p>LA.7.CCSS.ELA-Literacy.RL.7.2          LA.7.CCSS.ELA-Literacy.RL.7.3          LA.7.CCSS.ELA-Literacy.RL.7.4          LA.7.CCSS.ELA-Literacy.RL.7.5          LA.7.CCSS.ELA-Literacy.RL.7.6          LA.7.CCSS.ELA-Literacy.RL.7.7          LA.7.CCSS.ELA-Literacy.RL.7.9          LA.7.CCSS.ELA-Literacy.RL.7.10</p> <p><b><u>Speaking and Listening</u></b></p> <p>LA.7.CCSS.ELA-Literacy.SL.7.1          LA.7.CCSS.ELA-Literacy.SL.7.1a          LA.7.CCSS.ELA-Literacy.SL.7.1b          LA.7.CCSS.ELA-Literacy.SL.7.1c          LA.7.CCSS.ELA-Literacy.SL.7.1d          LA.7.CCSS.ELA-</p>
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					Literacy.SL.7.2 LA.7.CCSS.ELA- Literacy.SL.7.3 LA.7.CCSS.ELA- Literacy.SL.7.6  <b><u>Technology and Career Exploration</u></b> CAEP.9.2.8.B.4
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Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Unit 5: Reading Literature/ Informational Texts and Writing Narrative/Argument	<p><b><u>Writing &amp; Language</u></b></p> <ul style="list-style-type: none"> <li>• How do good writers engage their readers?</li> <li>• How do the author's purpose and audience determine word choice, structure, and style?</li> <li>• Why do people write nonfiction?</li> <li>• Why is how we write as important as what we write?</li> <li>• Why is it important to know who your audience is?</li> <li>• Why must argumentative writing have</li> </ul>	<p><b><u>Writing &amp; Language</u></b></p> <ul style="list-style-type: none"> <li>• Conventions of standard English</li> <li>• Figurative Language</li> <li>• Simple, compound, and complex sentences</li> </ul> <p><b><u>Reading Literature, Reading Information &amp; Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>• Author's point of view</li> <li>• Author's purpose</li> <li>• Basic plot diagram and plot development</li> </ul>	<p>Students will be able to...</p> <p><b><u>Writing &amp; Language</u></b></p> <ul style="list-style-type: none"> <li>• Acknowledge other writers' viewpoints</li> <li>• Choose facts, examples, and details to support the thesis</li> <li>• Choose vocabulary that will enhance a reader's understanding of a topic</li> <li>• Choose simple, compound, complex, or compound/complex sentences when writing</li> <li>• Compare and contrast</li> </ul>	<p>Students will independently read a passage from "Silent to the Bone" by E.L. Konigsburg. Students will respond to questions focusing on character analysis, vocabulary, and making inferences with an emphasis on using evidence from the text to support answers.</p> <p>Students will read the same passage as above. Students will then write a story about the two characters from one of the character's point of view about an event mentioned</p>	<p><b><u>Writing</u></b></p> <p>LA.7.CCSS.ELA-Literacy.W.7.1a LA.7.CCSS.ELA-Literacy.W.7.1b LA.7.CCSS.ELA-Literacy.W.7.1c LA.7.CCSS.ELA-Literacy.W.7.1d LA.7.CCSS.ELA-Literacy.W.7.1e LA.7.CCSS.ELA-Literacy.W.7.3a LA.7.CCSS.ELA-Literacy.W.7.3b LA.7.CCSS.ELA-Literacy.W.7.3c LA.7.CCSS.ELA-Literacy.W.7.3d LA.7.CCSS.ELA-Literacy.W.7.3e</p> <p><b><u>Language</u></b></p> <p>LA.7.CCSS.ELA-Literacy.L.7.1a LA.7.CCSS.ELA-Literacy.L.7.1b</p>

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	<p>a clear explicit focus and/or purpose?</p> <ul style="list-style-type: none"> <li>• How do writers use technology to solve problems and communicate knowledge?</li> </ul> <p><b><u>Reading Literature,</u></b> <b><u>Reading Information &amp; Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>• How is reading fiction different from reading nonfiction?</li> <li>• What do good speakers sound like?</li> <li>• What are the characteristics of nonfiction?</li> <li>• Why is nonfiction an important genre</li> </ul>	<ul style="list-style-type: none"> <li>• Character's point of view</li> <li>• Differences between various genres</li> <li>• Elements of literature</li> <li>• Figurative language</li> <li>• Methods of characterization</li> <li>• Students of informational reading (cause/effect, sequence/time, directions/list, problem/solution)</li> <li>• Theme</li> <li>• Types of conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Explain phrases and clauses</li> <li>• Separate coordinate adjectives with commas</li> <li>• Sequence and transition</li> <li>• Spell correctly</li> <li>• Use grade appropriate words and phrases</li> <li>• Understand and use technology systems effectively</li> <li>• Select and use applications effectively and productively</li> <li>• Create original works as a means of personal or group expression</li> <li>• Communicate information and</li> </ul>	<p>in the passage.</p> <p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>•Completed steps of the writing process</li> <li>•Open-ended questions</li> <li>•Oral Responses</li> <li>•Quickwrites and Journals</li> <li>•Quizzes</li> <li>•Silent Reading with Guide Questions</li> <li>•Teacher observations</li> <li>•Tests</li> <li>•Writing prompts</li> </ul>	<p>LA.7.CCSS.ELA-Literacy.L.7.1c LA.7.CCSS.ELA-Literacy.L.7.2a LA.7.CCSS.ELA-Literacy.L.7.2b LA.7.CCSS.ELA-Literacy.L.7.3a LA.7.CCSS.ELA-Literacy.L.7.4a LA.7.CCSS.ELA-Literacy.L.7.4b LA.7.CCSS.ELA-Literacy.L.7.4c LA.7.CCSS.ELA-Literacy.L.7.4d LA.7.CCSS.ELA-Literacy.L.7.5a LA.7.CCSS.ELA-Literacy.L.7.5b LA.7.CCSS.ELA-Literacy.L.7.5c</p> <p><b><u>Reading Literature &amp; Reading Information</u></b> LA.7.CCSS.ELA-Literacy.RL.7.1 LA.7.CCSS.ELA-Literacy.RL.7.2</p>
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	of literature?		<p>ideas using a variety of digital tools</p> <ul style="list-style-type: none"> <li>• Exhibit proper digital citizenship</li> </ul> <p><b><u>Reading Literature &amp; Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>• Analyze main ideas and supporting details</li> <li>• Analyze presented ideas</li> <li>• Analyze text structures</li> <li>• Clarify multiple-meaning words and phrases</li> <li>• Distinguish fact from opinion</li> <li>• Evaluate evidence</li> <li>• Express oneself clearly in collaborative situations</li> <li>• Identify</li> </ul>		<p>LA.7.CCSS.ELA-Literacy.RL.7.3 LA.7.CCSS.ELA-Literacy.RL.7.4 LA.7.CCSS.ELA-Literacy.RL.7.5 LA.7.CCSS.ELA-Literacy.RL.7.6 LA.7.CCSS.ELA-Literacy.RL.7.7 LA.7.CCSS.ELA-Literacy.RL.7.9 LA.7.CCSS.ELA-Literacy.RL.7.10 LA.7.CCSS.ELA-Literacy.RI.7.1 LA.7.CCSS.ELA-Literacy.RI.7.2 LA.7.CCSS.ELA-Literacy.RI.7.3 LA.7.CCSS.ELA-Literacy.RI.7.4 LA.7.CCSS.ELA-Literacy.RI.7.5 LA.7.CCSS.ELA-Literacy.RI.7.6 LA.7.CCSS.ELA-Literacy.RI.7.8 LA.7.CCSS.ELA-Literacy.RI.7.9</p>
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			<p>audience and purpose</p> <ul style="list-style-type: none"> <li>• Identify common reading materials that can be classified as expository pieces</li> <li>• Read for information</li> <li>• Speak precisely and concisely</li> <li>• Summarize</li> <li>• Understand how text features convey information</li> <li>• Understand informational text through annotation</li> <li>• Use multiple sources to gather information</li> <li>• Use affixes and roots as clues</li> </ul>		<p>LA.7.CCSS.ELA-Literacy.RI.7.10</p> <p><b><u>Speaking and Listening</u></b></p> <p>LA.7.CCSS.ELA-Literacy.SL.7.1          LA.7.CCSS.ELA-Literacy.SL.7.1a          LA.7.CCSS.ELA-Literacy.SL.7.1b          LA.7.CCSS.ELA-Literacy.SL.7.1c          LA.7.CCSS.ELA-Literacy.SL.7.1d          LA.7.CCSS.ELA-Literacy.SL.7.2          LA.7.CCSS.ELA-Literacy.SL.7.3          LA.7.CCSS.ELA-Literacy.SL.7.4          LA.7.CCSS.ELA-Literacy.SL.7.5          LA.7.CCSS.ELA-Literacy.SL.7.6</p> <p><b><u>Technology and Career Exploration</u></b></p> <p>TECH.8.1.8.D.5          TECH.8.1.8.D.2</p>
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